



## Ladybirds Preschool Prevent Duty & Promoting British Values Policy An Appendix to the Safeguarding Policy (Including Child Protection)

(Revised 4<sup>th</sup> January 2025)

*Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).*

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

**Unique Child   Positive Partnerships   Enabling Environment   Learning and Developing**

### Aim of Policy:

Ladybirds Pre-School is committed to providing a secure environment for children where they feel safe and are kept safe. All staff, including those visiting, volunteers, students on placement and other visitors, will contribute to our setting's delivery of the outcomes for all children, as set out in the Children's Act of 2004\*.

As a registered early years childcare provider, Ladybirds Pre-School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. In the exercise of their functions the setting must have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent Duty. The Prevent Duty or Strategy is to safeguard vulnerable people from becoming terrorists or supporting violent extremism in all its forms.

Here at Ladybirds Pre-School we take safeguarding very seriously. We recognise that it is our duty to safeguard our children and families and take necessary steps to ensure their welfare and safety. This policy outlines the procedures we will carry out in order for our setting to adhere to and achieve the Prevent Duty, alongside all of our Safeguarding Policies.

\*"the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being".

### **Definition of Terms**

#### **British Values:**

"democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. "\*\*

#### **Radicalisation:**

"the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. "\*\*

## **Extremism:**

"Vocal or active opposition to fundamental British values."\*\*

\*\*As outlined by the Government in Protecting Children from Radicalisation: The Prevent Duty.

## **The Legal Framework**

There is certain legislation and guidance that this policy needs to be based on:

- Keeping Children Safe in Education, 2014, DfE
- Counter-terrorism and Security Act, 2015
- Guidance to the Prevent Duty, DfE
- Protecting Children from Radicalisation: The Prevent Duty, July 2015
- Prevent: Resources Guide, DfE
- Social Media Guidance, July 2015,
- Tackling Extremism in the UK, DfE
- Equality Act 2010 and guidance on its implementation

## **Procedures**

### ***Ethos of the Prevent Duty in an Early Years Setting***

• Ladybirds Pre-School is an inclusive setting that embraces children and their families from all backgrounds regardless of race, gender and disability. Ladybirds has no place for extremist views of any kind in our setting, whether from internal sources – children, staff or management, or external sources – the wider community, external agencies or individuals.

The children see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.

• As a setting, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.

• Children can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

### ***How We Will Adhere to the Prevent Duty:***

- We will ensure staff understand the risks of radicalisation and extremism so they can respond in an appropriate and proportionate way. We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may need help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person system we adopt at our setting means that staff get to know our children and families well.

Staff are well placed to notice any changes in behaviour, demeanour or personality quickly.

- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person system enables us to build a rapport with our families.
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them in the right direction and to the right support mechanisms.
- We will work with families, communities and multi-agencies such as social services, family support agencies and the local Children's Centre, in our efforts to ensure our setting understands and embraces our local context, cultures and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities. In such instances we will seek external support from the Local Authority, such as IFDS or Integrated Front Door Service. We could be referred to MASH (MultiAgency Safeguarding Hub) and/or multi-agencies such as Channel, working to prevent extremism.
- Should Ladybirds Pre-School have a concern about an individual we will complete a VTR (Vulnerable to Radicalisation) referral form and will send this to MASH who will in turn send this to Channel. Channel is a group that provides consensual support to those vulnerable to radicalisation with the aim of working with that person and providing early help.
- Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged. Where appropriate, support will be given through discussion with children and their families. Staff should refer to the Code of Conduct.
- It is Ladybirds Pre-School's duty to challenge unacceptable and intolerant behaviour. Actively promoting intolerance of other faiths, cultures and races; the routine segregation of boys and girls and/gender stereotypes; isolating children from the wider community are all unacceptable forms of behaviour.
- Where misconduct by a member of staff is proven, the matter will be referred to the Local Authority.

## ***Teaching Methods***

Through our delivery of the Early Years Foundation Stage (EYFS) Curriculum, we ensure our teaching approaches help children to build their resilience and give them a positive sense of identity. We do this through Personal, Social and Emotional development and the promotion of critical thinking.

We aim to provide a broad and balanced early years curriculum, delivered by skilled professionals.

We endeavour to help our children understand and become tolerant of differences and diversity, while ensuring that they thrive and feel valued and respected as individuals. Listed below are examples of our teaching approaches and methods we already adopt. These highlight how the ethos of British Values is embedded within our everyday practice:

### ***Democracy or Making decisions together***

- Staff can encourage children to know that their views count, value each other's views and beliefs and talk about their feelings, i.e. when they do or do not need help. When it is appropriate, we demonstrate democracy in action. Children share views on their favourite stories and choose toys or activities through a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### ***Rule of Law or Understanding rules matter***

- Staff can ensure that children understand their own and others' behaviours and the consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up. All children should understand that rules apply to everyone.

### ***Individual Liberty or Freedom for all***

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, allowing children to take risks on the climbing frame, trying new activities, or talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that we are free to have different opinions, for example, in a small group discuss how they feel about the transition from pre-school to school.

## ***Mutual Respect and Tolerance or Treat others as you want to be treated***

- Staff should work together to create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued, and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect of their own and other cultures.

They should acknowledge similarities and differences between themselves and others in families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.

- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

### **Useful Contacts**

*Kylie Brown: Safeguarding and Prevent Lead*

*Nicola Rae: Deputy Safeguarding and Prevent Lead*

*Jean De Garis: Committee Safeguarding Lead*

*IFDS (Integrated Front Door Service): 0300 456 0108 (professionals)*

*Police Prevent Hotline: 0800 789 321*

*Wiltshire Safeguarding Children's Board: [childrens.services@hants.gov.uk](mailto:childrens.services@hants.gov.uk)*

*LADO (Local Authority Designated Officer): [LADO@wiltshire.gov.uk](mailto:LADO@wiltshire.gov.uk)*

*(Follow link to "People working with children")*

*Reviewed by Kylie Brown & Nicola Mann-Rae, Managers and Jean De Garis, Chair*

### ***Other Related Policies & Procedures***

*The following policies provide additional information regarding the safeguarding and welfare of the children in our care:*

- *Acceptable Use Policy*
- *Admissions*
- *Anti-Bullying*
- *Children's Records Policy*
- *Children's Rights & Entitlement Policy*
- *Committee Policy*
- *Complaints*

- *Confidentiality & Client Access Policy*
- *CPD Policy*
- *Daily Running Policy*
- *Diversity & Equality Policy*
- *Employment & Staffing Policy*
- *E-Safety Policy*
- *First Aid Policy*
- *Food & Drink Policy*
- *Grievance Policy*
- *Information Sharing Policy*
- *Jewellery Policy*
- *Key Person Policy*
- *Key Person & Settling Policy*
- *LADO Policy*
- *Looked After Children Policy*
- *Mobile, Camera & Social Media Policy*
- *Nappy Changing Policy*
- *Organisation Policy*
- *Outdoor Play Policy*
- *Outings & Visits Policy*
- *Parent Involvement Policy*
- *Parents, Alcohol & Drugs Policy*
- *Photography & Video Policy*
- *Physical Contact & Handling Policy*
- *Positive Behaviour Policy*
- *Provider Records Policy*
- *Recording & Reporting of Accidents & Incidents Policy*
- *Risk Assessment Policy*
- *Safeguarding Policy*
- *Special Education Needs & Inclusion Policy*

- *Staff Behaviour Policy*
- *Staffing & Volunteers Policy*
- *Student Placement Policy*
- *Suitable Persons Policy*
- *Transfer of Records Policy*
- *Uncollected or Lost Children Policy*
- *Usage, Storage & Retention Policy*
- *Whistleblowing Policy*
- *Working in Partnership Policy*

*This policy will be monitored and evaluated at committee meetings. It will be reviewed annually and unless new legislation or an incident occurs which requires an immediate review of this policy*

**January 2025**

**Review Date: January 2026**

**This Policy was adopted by the committee on 28/01/2025**

**Signed: Jean De Garis** \_\_\_\_\_

**Reviewed Date: 28/01/2026**

**Signature: *N L Mann-Rae***

**Amendments: N/A**

**Reviewed Date:**

**Signature:**

**Amendments:**

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## **Amendments:**